

Extension of State Plan for
Adult Education and Family Literacy Act
(Title II of the Workforce Investment Act of 1998)
2005-2006

**South Dakota Department of Labor
Adult Education and Literacy Program
700 Governors Drive
Pierre, South Dakota 57501**

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1.0 Eligible Agency Certifications and Assurances

Section 221 (1) requires the State to develop, submit, and implement the State plan, and Section 224 (b) (5) (6) and (8) require assurances specific to the State plan content.

1.1 – 1.3 See Appendix A for Certifications and Assurances

2.0 Needs Assessment

Section 224 (b)(1) of the Adult Education and Family Literacy Act requires: "An objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve."

2.1 Individuals Most in Need

Educational attainment is very closely related with labor force participation, unemployment and the employment to population ration. Nationally in 1996, fifty eight percent (58 percent) of all adults 25-64 with one to three years of high school were employed. The rate was 50 percent for those adults with less than one year of high school. This compares to 75 percent of those who have 11-12 years of high school completion.

Determining an estimated cost of all adult education needs is difficult, to say the least. However, we know that there are number of factors which effect the target population served by the adult education system in South Dakota and elsewhere.

In South Dakota the following data indicates the number of adults who would be potential recipients of adult education services.

The 2000 census data, currently (Feb 2005) available through the South Dakota Labor Market Information Center (LMIC), indicates a state population of 764,309. The data also shows that 404,320 individuals 16 years of age and older are working. The American Community Survey indicates a median household income is \$38,415. Information in the table below was gathered from LMIC, RTI Profiles of the Adult Education Target Population and the American Community Survey from the US Census.

Total State Population (July 1,2003) from SD Labor Market Information Center	764,309
State Population Age 16 and Over	565,566
Civilian labor force	70.28%
Employed	67.12%
Unemployed (17,915)	4.5%
Armed Forces	0.61%
Not in labor force	29.11%
State Population 16 years and over - Out of School and No diploma	113,758
Number of households	299,280
Number of Families below poverty in the past 12 months	14,288

Total Population by Age Group - 2003							
0-4	5 - 14	15 – 19	20 – 34	35 – 44	45 – 54	55 – 64	65 +
52,136	106,479	54,195	143,099	105,154	105,890	68,608	99,788
7.09%	14.48%	7.37%	19.46%	14.3%	14.4%	9.33%	13.57%

2.2 Population Groups

The following six key population groups have been identified, each with unique needs for further education and training, as being the most in need for adult education services.

1. Disadvantaged Adults
2. Adult Immigrants
3. Homeless Adults
4. Individuals with Disabilities
5. Incarcerated Adults
6. Single Parents and Displaced Homemaker

- **Disadvantaged Adults**

The term "disadvantaged" encompasses many definitions. For the State Plan, the term "educationally disadvantaged adult" means an adult who demonstrates basic skills deficiency or scores below the ninth grade level on a generally acceptable standardized test.

In 2000, 6527 people, or 1.6 percent of the population over 25 years of age and older were living below the poverty level.

The research literature indicates that:

- a. A person who earns only a high school diploma is likely to be economically disadvantaged, compared to individuals who have additional education and/or training.
- b. A worker who lacks a high school diploma is seriously disadvantaged. Economic advancement requires either additional education or specialized training in a high demand occupation. Adult Basic Education (ABE) enables adults to develop the literacy and numeracy competencies which can lead to a high school diploma and technical training.
- c. The target groups identified as most in need are characterized by high levels of need in the areas of literacy and ABE.
- d. Families (TANF) Recipient

Based upon the data available from the South Dakota Social Services Department, in South Dakota, during the 2002 fiscal year, over 8,000 adults and children a month were receiving welfare assistance. Over 28 percent of this welfare caseload was adults and over 71 percent were children.

- **Adult Immigrants**

Approximately 13,495 South Dakotans are foreign born. This represents 1.8 percent of the total adult population. More refugees are entering South Dakota now than anytime in the past ten years. This strongly suggests immigrants and their families will play an increasing role within the South Dakota economy in the future. The three major South Dakota immigrant groups in 2000 were Bosnians (30.5 percent), Somalians (17.7 percent), and Cubans (11.7 percent). The majority of immigrants are in the major cities located in the eastern and central part of the state.

The Adult Learning Centers (ALCs) providing services to the immigrant population report that, in most cases, new immigrants have very limited skills compared to those who entered five to eight years ago. The Sioux Falls ALCs reports 60-75 percent of the new refugees arriving in the past year are considered illiterate in their own language. These refugees also lack job skills because many have never worked before. It is, therefore, assumed that 75 percent of the future immigrants will require literacy and basic skills to become economically self-sufficient.

Foreign-born population	Number	Percent change 1990-2000
(Census 2000 Summary)	7,731 to 13,495	75%
Europe	4,255	31.5%
Asia	4,063	30.1%
Latin America	2,502	18.5%
Africa	1,561	11.6%

Northern America – Canada	1,019	7.6%
Oceania	95	.7%

- **Homeless Adults**

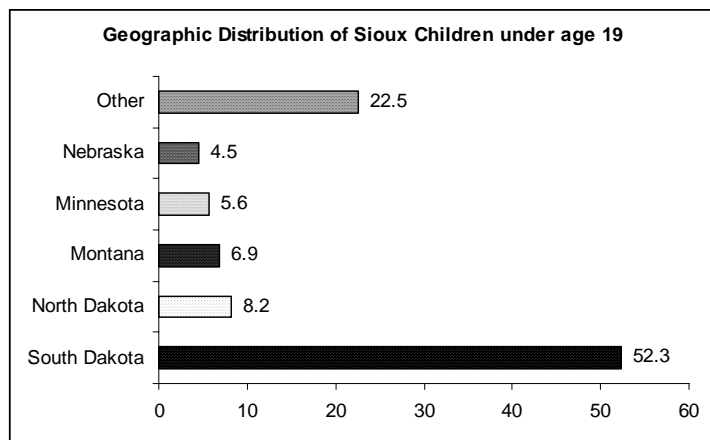
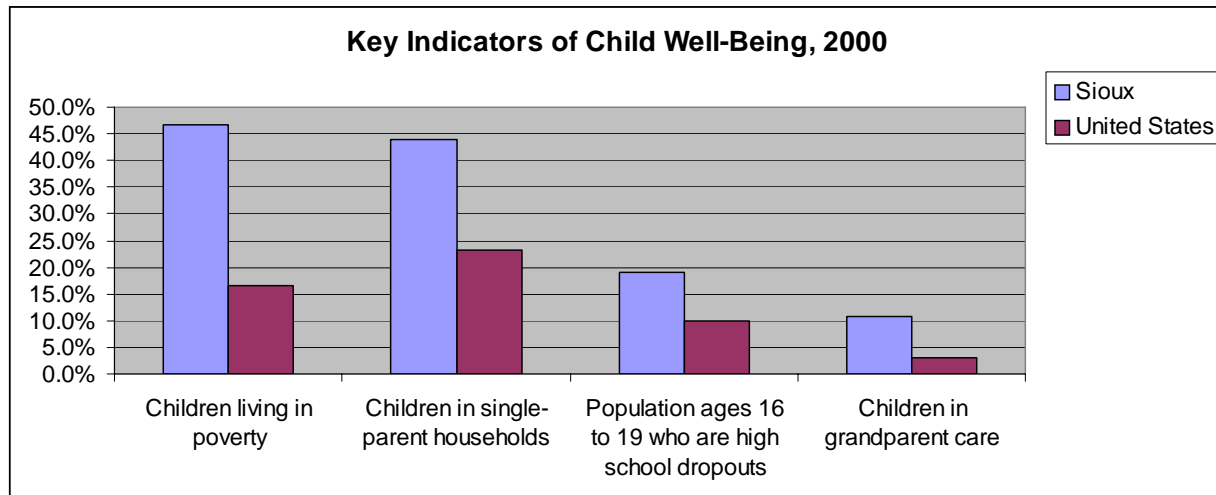
The South Dakota Homeless Consortium, the South Dakota Housing Development Authority, and shelters for homeless across South Dakota report that homelessness is increasing in the state.

The June 2004 data indicated that there were 923 homeless in South Dakota. A Point-in-time survey was scheduled for January, 2005 which indicated 1,029 individuals were homeless at that time. There were 264 women, 499 men, and 244 children. A survey was given to 444 individuals. The results were:

Race:		444
White	215	
Native American	125	
African American	14	
Hispanic	13	
Other	4	
No Response	73	
Age:		444
15-25	92	
26-35	100	
36-45	120	
46-55	87	
56 and over	28	
No Response	17	
Military Service:		444
Yes	79	
No	335	:
Registered with VA	57	
No Response	30	
Income:		444
SSI	56	
VA	10	
Unemployment	11	
SS/Retirement	6	
Food Stamps	58	
Child Support	10	
Work (includes day labor)	198	
Relatives	20	
Nothing	63	
Other	24	
No Response	24	

It is difficult to find the exact data on homeless as these individuals move from one place to another without notification. Previous counts have been done through the school system over time resulting in possible double counting. Point-in-time counts, which happen on a single day, only counts those individuals which request service on that day.

It is extremely difficult to determine the exact homeless population on the Native American reservations because many natives live with parents or relatives and do not have their own places to live. We do have information from the Profile of Sioux Children from the 2000 Census which looks at key indicators of Child Well-Being and Geographic Distributions.



South Dakota has the largest population of Sioux children, Sioux teen dropouts, and children living in poverty. The births to teens in Shannon County is 23.4% and in Todd County is 20.3 % compared to the state rate which is 8.2%. Family literacy and basic academic skills are necessary to assist these teens to achieve self sufficiency for their family.

The Department of Labor – Adult Education and Literacy Program will partner with other providers to make literacy services possible for homeless adults. Adult literacy services would provide life skills instruction linkages to community resources, self-esteem support, and preparation for employment.

- ### Individuals with Disabilities

The reports vary from the many studies conducted by a variety of special population agencies and various U.S. Governmental agencies. The best estimate from the South Dakota census data is that in 2000 about 62,238 adults 21 to 64 years of age in South Dakota were classified as disabled. The percent employed of this population was 64 percent. It is hard to compare the 1990 and 2000 census data since the census used different age groupings (16-64 in 1990) and (21-64 in 2000).

There is a strong link between any type of disability and poverty. The 1990 Census data show that 89 percent of disabled out-of-school persons with less than a 4-year degree or diploma are at or below 150 percent of the poverty level. (Intili and Kissam, 1996) National Adult Literacy Survey (NALS) findings demonstrated the correlation between learning disabilities and unemployment and show that 75 percent of unemployed adults have reading and writing difficulties. NAAL information is not available at this time.

Learning disabilities, along with substance abuse, are listed as one of the two most common impediments for welfare recipients trying to gain and maintain employment, according to the 1992 report from the Office of the Inspector General. Given the correlation between lower levels of educational attainment and disability and employment, it is likely that the majority of disabled persons seeking adult education services functions at low levels of literacy and require intensive services - both in accommodations and instructional interventions.

South Dakota Labor Market Information Center collects information on employment disability. Career Centers, Vocational Rehabilitation and Adult Education work together to assist people with disabilities to find and retain employment. The following is from the 2000 US Census.

Age/Gender	With an employment disability	Employed	Not employed
Male:			
16 to 20 years	1982	1372	610
21 to 64 years	21503	14907	6596
Female:			
16 to 20 years	1796	1366	430
21 to 64 years	17951	11760	6191
Male	23485	16279	7206
Female	19747	13126	6621
Total	43232	29405	13827

- **Incarcerated Adults**

Presently, the South Dakota Department of Corrections houses over 4,000 adult inmates per year, with inmates not holding a General Education Development (GED) certificate being offered literacy instruction. Inmates housed in county jails may also participate in adult education programs through local providers. Many of these individuals lack the basic educational, social, and job skills necessary to perform as productive and responsible members of society. A majority of all prison inmates are released back into the community within a few years of being incarcerated.

The South Dakota Department of Corrections, report an adult population of 3,126 as of January 6, 2005. Of those, 68 percent are high school dropouts. Of the data available on adults, the data shows that 11 percent of the prison population is considered to have learning disabilities. 80 percent of the inmates have chemical dependency and 22 percent have family problems.

The data also shows that 72-90 percent of the female inmates are displaced homemakers.

The South Dakota Juvenile Correctional system has three components: STAR Academy, Foster Care and Aftercare. STAR Academy, is made up of six programs. Patrick Henry Brady Academy, Living Center, Youth Challenge Center, Intake and Holding Center are located on the west campus for males. The female campus, in Custer Park, houses QUEST and EXCEL. In 2004 STAR Academy had 571 youth in attendance. The total population is considered at risk youth.

Indicators of Need – Inmate Information as of 1/6/2005					
Adult Incarcerated		Female	Male	Percent	Total
Women's Prison	Diagnosis:				115
	Substance Abuse / Dependence	115		42%	
	Education:				271
	High School Diploma	97		36%	

	Completed GED	88		32%	
	No High School Diploma or GED	86		32%	
State Penitentiary, Mike Durfee State Pen, and other adult inmates	Diagnosis:				2816
	Substance Abuse / Dependence		1238	44%	
	Education:				2630
	High School Diploma		809	31%	
	Completed GED		978	37%	
	No High School Diploma or GED		843	32%	
Juvenile					
STAR Academy – 16 yrs and older	Students with IEPs 138/571			24%	138
	Learning Disabilities 63/571			11%	63
	11-30-2004 population (single day)	36	150		186
Average Sentence	Fiscal Year 2004 -	30 months	36 months		

No information is available on the number of inmates that are single parents, adult inmates with learning disabilities. Information was obtained from SD Department of Corrections.

- **Single Parents and Displaced Homemakers**

In 2004 there were approximately 17,645 female headed families with children and 6,387 male headed families with children compared to 71,148 married couple families with children cited in the South Dakota Kids Count Factbook. The census data also show that over 6,527 adults live in poverty. The data also show that over 29,000 children less than 18 years of age live in poverty. The assessment of the basic skills of incoming welfare clients indicates that the majority of incoming clients have required basic skills instruction prior to entering technical training or employment. In addition, the Human Services Division reports that 1/3 of the Temporary Assistance for Needy Families (TANF) clients are very hard to place and most of them lack basic and life skills.

TANF Parent Cases where the Parent is not a High School Graduate and Food Stamp by Education Level for 2004 by month

2004	TANF Number of Parents no HS diploma or GED	Food Stamp Total Mandatory	Grade Level 0-7	Grade Level 8-11
January	344	5796	42	2031
February	320	5812	48	2006
March	330	5906	45	2047
April	346	5859	48	2034
May	349	5554	43	1933
June	343	5611	51	1970
July	340	5678	44	2001
August	326	5677	42	1985
September	314	5636	44	1973
October	325	5499	48	1904
November	358	5478	45	1887
December	390	5573	47	1900

Displaced homemakers are individuals who have been providing unpaid services to family members and now are unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment. This specific population is no longer identified in our Labor Market Information Center (LMIC) data collection information. **This category is now incorporated into....**

3.0 Description of Adult Education and Literacy Activities

Section 224 (b) (2) requires: A description of the adult education and literacy activities that will be carried out with any funds received under this subtitle

3.1 Adult Education and Literacy Activities - Section 224 (b) (2) of the Adult Education and Family Literacy Act of 1998 requires a description of adult education and literacy activities carried out with any funds received under the Act.

State Activities

State administration - not more than 5 percent of the funds available or \$65,000, whichever is greater, will be used to carry out administrative activities including –

- The development, submission and implementation of the Unified Plan;
- Consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under the Act; and
- Coordination and non-duplication with other federal and state education, training, corrections, public housing, and social service programs.

State Leadership - DOL shall use not more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

- Operation of professional development programs at the state, regional and local levels to improve the quality of adult education and literacy instruction
- Provision of technical assistance to eligible providers of adult education and literacy activities in order to assist them in achieving the goal of continuous quality improvement;
- Provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable them to improve the quality of such activities.
- The support of State or regional literacy resource center systems;
- Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities;
- Developing and disseminating curricula and instructional materials;
- Coordination with existing support services, including transportation, childcare and other assistance designed to increase the enrollment and retention of adult learners and their successful completion of adult education and literacy activities;
- Coordinating activities of statewide significance that promote the purpose of the Adult Education and Family Literacy Act.

Instructional Activities

Not less than 82.5 percent of grant funds will be awarded to eligible providers who use the funds to establish or operate programs that provide services or instruction in one or more of the following categories:

1. Adult Basic Education (ABE)
2. English as a Second Language (ESL)
3. Workplace Literacy
4. Adult Learning Center Based Literacy
5. Family Literacy
6. Adult Secondary Education (ASE)

Department of Labor – Adult Education and Literacy will negotiate with any local provider on a case by case basis to increase the administrative cost above the five percent limit. If local programs determine the cost limits of five percent described in the Act are too restrictive to allow for adequate planning, administration, personnel development and interagency coordination, the state will negotiate a higher rate with each program

that requests it. The negotiation of the percentage to be used for non-instructional use shall be established during the RFP application process.

The major types of literacy activities are described below:

Adult Basic Education (ABE)

Basic skills include literacy (reading and writing) and computational skills necessary for functioning at levels comparable to students in the elementary education system. Courses may be remedial for students, or they may provide educational opportunities for students who speak but do not read English. These programs are competency-based in that they are designed to teach the basic academic and life skills necessary for success in today's world. .

The State Plan recognizes and supports the proficiency levels described in the Department Of Education guidance document.

ABE program activities will:

- a. Assess students' skill levels;
- b. Provide a non-threatening program environment to assist students in reaching their goals;
- c. Increase students' self-respect and sense of self-worth;
- d. Help students meet personal goals, such as developing job readiness skills, finding employment, advancing on the job, becoming a better parent, developing skills for interpersonal relationships, or entering adult secondary education classes; and
- e. Provide adults with basic academic skills that will help them become more productive members of the community;

Activities will include teaching adult learners or the interaction between teachers and learners for the purpose of academic and skills development. Teaching may be provided for students individually or in groups, in school classrooms, in homes for limited periods of time until students can be transitioned to class sites, libraries, churches, institutions, the workplace and in other learning environments.

Adult Basic Education (ABE) includes instruction provided to adult learners reading at 0 - 8.9 grade level equivalent as determined by standardized testing. Services include basic skills and literacy instruction as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job seeking skills, and job retention activities that include further secondary education and training.

English as a Second Language (ESL)

The focus of instruction in South Dakota will continue to be competency-based. Students can use the skills gained to achieve basic life skill needs, enhance employment and career opportunities, obtain citizenship, progress to vocational or academic programs, and function in English at high cognitive levels, furthering self-worth and contributing to their communities. ESL programs are offered during the day and in the evening.

Citizenship classes will offer students instruction in history, geography, and government to prepare students for the United States citizenship test and United States Immigration and Naturalization Service (INS) interview.

Within a local agency's ESL program, federal funds will be used on a priority basis in beginning levels of ESL. This will allow those most in need of ESL instruction to be served. Students are typically placed in appropriate skill-level classes on the basis of a variety of assessments of general language proficiency. In the more rural areas multilevel classes are a necessity.

ESL program activities will include:

- a. Provide learning environments that foster language fluency to enhance the self-esteem of students;

- b. Integrate language acquisition with relevant life experiences stressing the importance of critical thinking, problem solving, and self-sufficiency;
- c. Use proficiency standards for assessing the major accomplishments of the students;
- d. Develop students' receptive English language skills of listening and reading comprehension;
- e. Develop students' productive English language skills of speaking and writing;
- f. Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings;
- g. Provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process.

English literacy includes programs of instruction designed to assist adult learners of limited English proficiency achieve competence in the English language. Services include basic skills and literacy instruction as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job seeking skills and job retention activities that include further secondary education and training.

Workplace Literacy

Workplace literacy is a course of study, which has as its primary goal the development of knowledge and skills that enable the student to obtain paid employment, retain employment, or upgrade employment upon the successful completion of the course of study and includes vocational education or training. Workplace literacy services are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills for those who are on the welfare roll.

Workplace literacy will provide;

- a. A safe and accessible environment within a workplace where instruction can take place, including workforce centers, and vocational education centers;
- b. Skills specifically designed by and for the business;
- c. Basic skills and content specifically related to job skill requirements;
- d. Continued growth of employees as technological advances occur;
- e. Coordination of community resources to supplement program resources; and
- f. Provide post-employment support to ensure those newly employed students can continue to gain skills needed to stay employed or become better employed.

Funds granted under the plan may be used to coordinate services, including the development of programming and curricula.

Adult Learning Center Based Literacy

The mission of adult basic education (ABE) programs is to improve students' basic skills in Language Arts and Mathematics, Science, and Social Studies.

ABE Center based activities will:

- a. Provide adults with basic academic skills that will help them become more productive members of the community;
- b. Help students meet personal goals, such as getting ready for work, finding employment, advancing on the job, becoming a better parent, developing skills for interpersonal relationships, or entering adult secondary education classes;
- c. Increase students' self-respect and sense of self-worth.

The goal of an adult learning center ABE program is to provide comprehensive services to meet the diverse educational needs of students and enable them to compete successfully in the larger global community. The program prepares its students to make the transition to secondary education programs or job preparation classes and help them meet personal goals.

Family Literacy

Family literacy services shall be provided to families that have at least one parent eligible for adult education services and at least one child aged birth to 16 years of age. Family literacy services are defined as services that are of sufficient intensity and duration in terms of hours to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children - The interactive parent-child activities involving children will focus on the adults who will demonstrate literacy skills and knowledge and use of age-appropriate educational activities for children and set examples in the learning process as they fulfill the role of primary teacher of their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- An age-appropriate education to prepare children for success in school and life experiences - The activities of the children must be funded by collaborative partners, such as Head Start, Even Start, or other funding sources.

Family literacy activities should bring together existing local literacy services and adult education services and support resources to provide family literacy services for the benefit of families who are disadvantaged economically or educationally. Existing instructional and/or support activities may not be duplicated pursuant to Sections 231 (d), special Rule, and Section 241 (a), Supplement Not Supplant, of the Act.

An eligible provider may apply for funding for the coordination of existing local resources to support family literacy services provided that the application is submitted by a partnership consisting of a local adult education program funded under this Act, a local family literacy project or a childhood education program to the State Even Start Family Literacy Program in the SD Department of Education.

Adult Secondary Education

South Dakota State Plan recognizes and supports the proficiency levels described in the United States Department of Education guidance document. Adult secondary education (ASE) programs in South Dakota are built on the premise that citizens should be provided with an educational experience that will:

- a. provide skills leading to completion of secondary education,
- b. develop language and numerical literacy,
- c. develop the role of an informed citizenry,
- d. develop and practice a multicultural environment,
- e. develop a sense of shared values and ethical principles that contribute to the common good,
- f. develop an ability to make informed judgments, and
- g. develop a national and international perspective on world events.

The primary goal of adult secondary education programs is to provide a curriculum that enables adults to attain a South Dakota high school equivalency or a high school diploma. Adult secondary education programs are performance oriented and deliver instruction through processes that facilitate, measure, and certify learning outcomes. Programs are conducted within flexible time limits, are relevant to the practical needs of adults, and teach the skills and knowledge necessary for self-sufficiency and employment.

Adult Secondary Education (ASE) includes instruction to adult learners reading at the 9.0 and above grade level equivalent as determined by standardized testing. Services include instruction to prepare for the high school equivalency certificate as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job seeking skills and job retention activities that include postsecondary education and/or training. Transitional activities may include career exploration and interest inventories, study techniques, note taking, test taking, and other activities which assist adult education students to transition successfully to postsecondary studies.

English Literacy and Civic Education

Integrated EL/Civics education is provided to enhance literacy and civics education for immigrants and other limited English proficient populations. The funds for this activity will be provided by the U.S. Office of Education to help expand English literacy services.

These funds are available to local communities on a competitive basis, using all provisions of direct and equitable access described in this plan under Chapter 10. Programs emphasize the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. History and Government to become active and informed parents, workers and community members. These programs emphasize the understanding that immigrants and other limited English proficient person must not only master English language but also be able to understand and actively participate in their educational, governmental, and workplace systems.

Supporting Activities

Supporting activities may include the following:

- Public or private transportation available to adult learners allowing them to participate in instructional programs;
- Child care available for the care of children during the time adult learners are participating in instructional programs;
- Guidance and counseling provided to adult learners participating in instructional programs which guides educational planning beyond the scope of normal instructional activity;
- Recruitment involves notifying eligible population about instructional programs and services available and encouraging adult learners to enroll;
- Retention involves services and activities to assist adult learners enrolled in instructional programs to overcome barriers and complete their short and long-range goals;
- Assessment and testing involves activities designed for the purpose of measuring individual adult learner achievement. The information obtained is generally used to monitor individual or group progress in reaching learning goals and to compare individual and group performance with national norms established by test publishers;
- Teacher training and staff development activities designed to assist current and future adult education and literacy staff to develop and expand their knowledge and skills in the areas of curriculum and technology. At least five percent of each local award must be made available for such activities.

Literacy Activities

Volunteer Literacy activities involve the coordination of tutoring services, provided by trained volunteers to literacy students reading below the sixth grade level. Instruction is designed to improve basic literacy skills that will allow the learner to transition into ABE instructional level activities.

Services may include tutor training, tutor scheduling and other activities that promote student learning gains.

3.2 Special Rule

The South Dakota Department of Labor, being the eligible agency awarded a grant or contract under this section, shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or other activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231) (d)).

3.3 Description of Organizational Arrangements

The South Dakota Department of Labor (SDDOL)– Adult Education and Literacy program works collaboratively at the state and local level by serving on boards and committees and as partners to assist in ensuring that literacy education is a major component in the overall service provided. The South Dakota Department of Labor incorporates Adult Education and Literacy, alternative high schools, and Job Corps into its cadre of educational services. There exists a strong professional relationship with the South Dakota Department of Social Services – Temporary Assistance to Needy Families (TANF), South Dakota Division of Rehabilitation Services, South Dakota Department of

Labor's – Labor Market Information Center, Worker's Compensation, Unemployment Insurance, Workforce Investment Act Adult and Youth Programs, Career Centers and Career Learning Centers, local education agencies and local social service agencies. The SD DOL also maintains a strong relationship with the South Dakota State Board of Regents, South Dakota State Board of Education, South Dakota Department of Education – Office of Career and Technical Preparation, and the Governor's Office.

The South Dakota Workforce Development Council (SDWDC) is the governing Workforce Investment Council for our Unified State Plan. With many of the above mentioned agencies on the council, this relationship has enhanced sharing in planning, sharing of resources, coordination of services, and dissemination of information. The State WIA Supervisor is a member of the South Dakota Workforce Development Council, and the State Administrator of Adult Education and Literacy reports directly to the WIA supervisor. The AEL Administrator gives semi-annual reports to the WDC in July and January and has access to the Council at the Fall and Spring meetings.

See Appendix C for Organizational Chart

4.0 Annual Evaluation of Adult Education and Literacy Activities

Section 224 (b) (3) requires description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Literacy activities based on the performance measures described in section 212.

The South Dakota Adult Education and Literacy program office or its authorized representative will conduct yearly evaluations of activities of each program as designated under Section 224.

4.1 Evaluation Strategies

The State Adult Education and Family Literacy Program will develop a process of evaluation that will include the following:

- Comprehensive Evaluation;
- Program Monitoring of local providers;
- Adult Student Management System Program Data; and
- Target Population follow-up.

4.2 Description of Evaluation Strategies

Comprehensive Evaluation

- The State will conduct a compliance evaluation of at least 20 percent of the local programs annually beginning July 1, 1999;
- The evaluation will include a review of local program goals as submitted by the local programs and approved by the State;
- The evaluation will specifically include the review of required Student Performance Indicators as outlined in the Act as well as additional indicators defined by the State;
- The evaluation process will include a self-evaluation and a review by a representative from the DOL; and
- The results/recommendation of the evaluation will be provided to the local program administrator within 60 days of completion of such evaluation.

Program Monitoring

- Program monitoring will be done by the State Adult Education and Family Literacy Program and/or other personnel as designated by the State;
- Each selected site will receive technical support and assistance in meeting the monitoring criteria;
- The selected site will receive a written report of deficiencies and a plan for correcting those deficiencies; and
- A site may be monitored more than once during the program year.

Adult Student Management System

- The State Adult Education and Family Literacy Program will implement an Adult Student Management System, which will allow each local site to maintain a high-quality information management system that

has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures. DOL will:

- Require each approved program to keep all records up-to-date on a quarterly basis and submit a data report annually;
- The State will monitor and analyze data for each program and provide feedback; and
- Student performance measures will be monitored on a regular basis to assure continuous improvement at the local level.

Target Population follow-up

DOL will identify special populations and programs to conduct follow-up studies. These follow-up studies will assure that the target population is being served; appropriate curriculum and strategies are being applied to meet the special need of one or more of the following target populations:

- Disadvantaged Adults;
- Adult Immigrants;
- Homeless Adults;
- Adults with Disabilities; and
- Single Parents and Displaced Homemakers

DOL will establish a comprehensive performance accountability system. The system will assess the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery.

5.0 Performance Measures (Section 224 (b) (4))

Section 224 (b) (4) requires a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying area.

Pursuant to Section 212- Performance Accountability System, the South Dakota Department of Labor (SDDOL) Adult Education and Literacy (AEL) program will continue to refine a comprehensive performance accountability system. To optimize the return on investment of federal funds in adult education and literacy activities, the accountability system will assess the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery funded under this subtitle. All of the performance measures will apply to all funded activities.

All adult learning centers use a common standardized assessment system, Tests of Adult Basic Education (TABE) for ABE and ASE students and the Basic English Skills Test (BEST and BEST Plus) for ESL students. These test instruments have worked well to assess student progress, determine student placement, and measure mastery of skills and competencies for completion of an educational functioning level and promotion to the next level.

The TABE skill level descriptors and standardized score ranges correlate with the National Reporting System (NRS) pilot project.

SDDOL - AEL has also implemented a local program database reporting system, the LiteracyPro Data Collection System (LitPro). This system enables local programs to collect and report all student demographic, educational progress and core outcome measures. It provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. Special reports for Student activity give a monthly update and overview of student activity in the program. LitPro provides for the collection of the data elements needed to meet the reporting requirements of other programs. NRS data reports can be aggregated at the local as well as the state level.

5.1 Eligible Agency Performance Measures (Section 212)

Eligible local provider performance measure will include student goal attainment and demonstrated student improvements in literacy levels within a program level, student completion of a program level, and student

advancement to higher program levels. Additional performance measures will include receipt of a secondary school diploma or its recognized equivalent, placement in post-secondary education, training, unsubsidized employment, or career advancement.

In accordance with section 212, SDDOL - AEL will establish levels of performance for each of the core indicators.

1. Demonstrated improvements in literacy skill levels in reading and problem solving, numeracy, writing, English language acquisition, speaking the English language, and other literacy skills. DOL has established literacy skill levels for ABE and ESL that provide a standardized definition for reporting learning gains within a literacy skill level, completion of each level, and progression to a higher literacy skill level. The standard definitions of educational functional levels were established using the Government Performance Review Act (GPRA) and disseminated by the United States Department of Education.
2. Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment, or career advancement. Local providers will be required to obtain this information from their students and document the information on the (LitPro) Student Information Data Management System. Standard definitions and documentation procedures will be identified in the ABE Administration Manual. The State will use the LitPro data to match with other data available through the South Dakota WORKS, Labor Management Information System and UI database which can provide information regarding placement in education, training programs and in most unsubsidized employment situation within the state. Local programs will be required to do a sample survey for those students who have moved out of state and can be reached.
3. Receipt of a secondary school diploma or its recognized equivalent. Local providers will be required to report on students who obtain their GED. This data will be submitted through the Student Information Management System (SIMS.) The GED completion for students will be based upon attainment of the minimum passing score as set by the State.

The core indicators will be expressed in an objective, quantifiable, and measurable form and will show the progress of the eligible local providers in continuously improving performance.

All participating agencies will assess a student literacy skill level upon entry into the program using standardized assessments. The following table defines instruments to be used in this assessment.

Approved Assessment & Screening Tools

Literacy Skills	Skill Levels	Instruments Used
Reading and Problem Solving	Beginning Literacy (ABE) Beginning ABE Intermediate ABE Advanced ABE	TABE Locator TABE Level Forms 9-10 TABE Level E-M TABE Level D-A TABE Level A
Numeracy	Beginning Literacy (ABE) Beginning ABE Intermediate ABE Advanced ABE	TABE Locator TABE Level Forms 9-10 TABE Level E-M TABE Level D-A TABE Level A
Writing	Beginning Literacy (ABE) Beginning ABE Intermediate ABE Advanced ABE	TABE Locator TABE Level Forms 9-10 TABE Level E-M TABE Level D-A TABE Level A
English Language Acquisition	Beginning Literacy (ESL) Beginning ESL Intermediate ESL Advanced ESL	BEST/BEST PLUS/BEST LITERACY BEST/BEST PLUS/BEST LITERACY BEST/BEST PLUS/BEST LITERACY BEST/BEST PLUS/BEST LITERACY
Speaking	Beginning Literacy (ESL) Beginning ESL Intermediate ESL Advanced ESL	BEST/BEST PLUS BEST/BEST PLUS BEST/BEST PLUS BEST/BEST PLUS
Pre-Employment Life Skills	All Levels	What Color is Your Parachute Job Search and Preparation (JSAP) Choices KET-Workplace Readiness Staff-Generated Information Job Search Assessment Inventory Inventory (JSAI) Educational Associates/CD-ROM units On-the Job Skills Complete Job Search (4 videos) Workbook Series – 30 Ways to Shine as a New Employee Employment Reliability Inventory (ERI)
Computer Literacy Skills	All Levels	Staff Generated Competency -Based (Teknimedia) Computer Knowledge and Skills Checklist
Life Skills	All Levels	On Your Own in Middleton (budgeting software)

5.2 Additional Indicators

The State is in the process of identifying performance measures and levels of performance for the following areas:

- Pre-employment and life skills; and
- Basic computer literacy skills.

The State plans to develop these measures by July 2000 and incorporate them as part of the State Plan.

5.3 Levels of Performance

See Appendix B for Performance Measure Table

5.4 Factors (Section 212 (b) (3) (A) (iv))

There is a vast difference among the student population served in North Dakota. There are significant differences in levels of performance based on individual student characteristics and demographics. These characteristics include initial literacy skill level upon entry into the program, literacy levels of limited English proficient students in their home language, the number of years of education completed before entering the adult education program, learning and developmental disabilities, and other demographic and socio-economic variables.

South Dakota has seen an influx of new immigrants in the past five years and projections are that these numbers will grow in the future. The sponsoring agencies and the Adult Learning Centers report that many new immigrants are considered illiterate in their own language. Many have never attended school or participated in a workforce such as exists in the United States.

South Dakota also serves large numbers of Native American students who are most in need. Up to twenty six percent of the students served by AEL are Native American. These students come from different socio-economic and cultural backgrounds. There are nice Native American Indian Reservations in South Dakota. It takes additional resources to address the needs of this population. In addition, placement opportunities in the job market on the Indian reservations are extremely limited and individuals who can be placed may be under employed.

The rural and sparse nature of the State affects the delivery of services, such as the intensity, duration, and quality of the instructional program; as well as convenience and accessibility of the instructional program. Demonstrated improvements will, therefore, include multiple student performance measures related to student goals. Local providers must be encouraged to continue to serve the least educated and most in need and to evaluate with measures of performance that are most appropriate for the populations they serve. Over the five-year period of this State plan, these ranges will be analyzed and adjusted as appropriate to ensure that the State continues to promote continuous improvement in performance on appropriate performance measures and ensure optimal return on the investment of federal funds.

Reports:

The Department of Public Instruction will annually prepare and submit to the Secretary a report on the progress of South Dakota's adult education and literacy program stated performance measures, including information on the levels of performance achieved on the core indicators of performance.

The report will include the demographic characteristics of the populations served, the attainment of student goals, progress on the core indicators of performance by program and program level, and learning gains within literacy levels, as well as level completion and movement to higher instructional levels.

6.0 Adult Education and Family Literacy Local Funds Eligible Providers (Section 224 (b) (7))

6.1 Applications

Local providers will be eligible to receive funds if they meet the following criteria:

1. The applicant can show past effectiveness in improving the literacy skills of adults and families. One year after DOL adopts performance measures under Section 212 of the Act, it will consider success of an eligible provider receiving funding in meeting or exceeding such performance measures, especially with respect to those adults with the lowest literacy levels;
2. The applicant will provide both a State-prescribed pre-test and a post-test of reading or math achievement to Adult Basic Education (ABE), English As A Second Language (ESL), Family Literacy, and Workplace Literacy students. The procedures for collecting data will be specified by the South Dakota Department of Labor – Adult Education and Literacy (SD DOL-AEL) program. The applicant will report to the SD DOL-AEL pre- and post- test scores of students. The applicant will agree to follow State guidelines that may be revised from year to year with respect to accountability and data collection procedures. ASE student achievement will be tracked by attainment of a diploma or equivalency, job placement or retention, and entry into postsecondary education.
3. The applicant will describe the projected goals of the program with respect to participant recruitment, retention, and educational achievement, and the way applicant will measure and report progress in meeting its goals.
4. The applicant will establish measurable program improvement goals which will assist the program in reaching and surpassing the performance measures established by the state.
5. The applicant will describe cooperative arrangements, including arrangements with business and industry and volunteer literacy organizations that have been made to deliver services to adults.
6. The applicant will describe how the applicant's proposed program provides guidance and supportive services while not duplicate programs, services or activities made available to adults under other federal, state and local programs.
7. The applicant will describe its past effectiveness in providing services, especially with respect to recruitment and retention of educationally disadvantaged adults and the learning gains demonstrated by such adults.
8. The applicant will describe the degree to which the applicant will coordinate and utilize other literacy and social services available in the community.
9. The applicant will spend not more than five percent of the grant on administration, unless a different rate has been negotiated with SD DOL-AEL during the RFP process.
10. The applicant will provide direct and equitable access to all federal funds provided under the Act by ensuring that information, applications, and technical assistance are available to all eligible applicants.
11. The applicant will describe how the program is of sufficient intensity and duration for participants to achieve substantial learning gains;
12. The applicant will describe uses instructional practices and activities that research has proven to be effective in teaching individuals to read and are built on a strong foundation of research and effective educational practice;
13. The applicant will describe activities to effectively employ advances in technology, as appropriate, including the use of computers;
14. The applicant will describe activities to provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
15. The applicant will describe the degree to which the activities are staffed by well-trained instructors, counselors and administrators;
16. The applicant will describe their activities to coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, career centers, career learning centers, job training programs and social service agencies;
17. The applicant will describe activities to provide naturalization procedures, civic participation and US History and government to help students acquire skills and knowledge to become active and informed parents, workers, and community members.
18. The applicant will describe whether activities offer flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

19. The applicant will describe the activities to maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against DOL' performance measures; and
20. The applicant will include a describe the local community's demonstrated need for Adult Basic Education, Adult Secondary Education and the additional English literacy programs.

6.2 Eligible providers for a grant that have ongoing ABE, Adult Secondary Education (ASE), ESL/EL Civics, and/or Family Literacy Service, including the following:

1. Local educational agency;
2. Community-based organization of demonstrated effectiveness;
3. Volunteer literacy organization of demonstrated effectiveness;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not describe in (a) through (h) above and has the ability to provide literacy services to adults and families; and
9. Consortium of the agencies, organizations, institutions, libraries, or authorities described above.

6.3 Notice of Availability

SD DOL-AEL will announce the availability of funds through the SD DOL Web based communications and through direct mailing of applications existing local adult education providers. Additionally, a Notice of Availability will be published in three major newspapers with statewide distributions.

6.4 Process – Competitive Grants

Pursuant to Section 232 of the Adult Education and Family Literacy Act and the English Literacy and Civics Education Program Grant, local adult education providers desiring a grant under this subtitle must submit an application containing a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

DOL will set aside 82.5 percent of the State allocation for local assistance purposes. It will distribute an announcement of pending available funds along with an application for funding. If an adult education provider wishes to obtain funding, it must develop a formal response to each of the parts contained in the application. Reviewers of the applications will note the thoroughness of the proposed plan by specific criteria and will recommend that applicants deemed to have fully and adequately responded to the application review criteria be considered for funding.

From funds made available under Section 211 (b) (1), South Dakota will award multiyear (3 year) grants on a competitive basis to eligible providers within the State enabling them to develop, implement, and improve adult education and literacy activities. The allocation of funding to recommended providers will consider four factors:

1. The assessment of relative need in the area;
2. Past performance of the provider;
3. The ability of the provider to meet or exceed the State benchmarks for the measures of performance; and
4. The ranking of the application based on objective criteria specified in the Request for Proposals.

Each eligible provider receiving a grant shall establish one or more programs that provide instruction or services in one or more of the following categories:

1. Adult education and literacy services, including workplace literacy services;
2. Family literacy services;
3. English literacy programs; or
4. English Literacy and Civics Education Programs

Each eligible provider must include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and

other program beneficiaries with special needs in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

6.5 Evaluation of Applications

A team review process is used for proposals submitted in response to the Request for Proposals. DOL staff who possess knowledge and experience in the Federal competitive grant application process are selected to be on the review team. Additional members may be added to the team from the Workforce Development Council as readers.

DOL will define criteria for evaluating and ranking proposals based on the twelve considerations described in Section 231 (e) of the Act. These criteria will be defined in the Request for Proposals. The instrument used by review teams to evaluate proposals will be based on the same criteria.

Applications will be reviewed to determine fiscal accountability. Based upon prior history, the average annual cost to serve an adult ranges from \$50 to \$600 depending upon the following factors: (1) student contact hours provided, (2) percent of hard to serve adults receiving instruction, (3) rural versus urban cost to provide services, and (4) other available services/resources.

Grant applications must meet the requirements of Section 231. In addition, grant reviewers will determine that the applicant agency is able to complete the following:

1. Local providers will establish measurable and meaningful goals for participants. The measurable performance levels for participant outcomes, including levels of literacy achieved, connect to challenging state performance levels for literacy proficiency. Measurable outcomes will be tied to realistic outcome expectations for specific target populations;
2. Local providers will demonstrate past effectiveness in improving the literacy skills of adults and families, based on the performance measures established under Section 212 by the agency. Eligible providers must meet or exceed these performance measures, especially with respect to those adults on the lowest levels of literacy. Student goals and skill attainment must be tracked and reported to SD DOL-AEL on a regular basis;
3. Local providers will demonstrate a commitment to serving the most in need, including students who are low income or have minimal literacy skills. Limited English proficient adults will provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship. The program offerings must reflect the needs of the local community in terms of literacy and basic skills needs. This commitment can be demonstrated by an analysis of community demographics as compared to the types of programs offered;
4. Local providers will provide instruction that is of sufficient intensity and duration to achieve substantial learning gains and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven effective in teach individuals to read. Providers must describe the pressing need of such target groups as the homeless, which require effective and intense short-term ABE competencies, such as literacy based pre-employment skills and computer literacy competencies, when assessing priorities;
5. Local providers will select literacy and adult education practices that are based upon a solid foundation of research and effective educational practices. SD DOL-AEL will assist eligible applicants to review model programs along with recommendations from the National Institute for Literacy;
6. Local providers will make effective use of technology, including computers, in the delivery of adult education and literacy services. SD DOL-AEL will request eligible applicants to describe how technology, including the use of computers, is used to enhance instructional strategies in approved programs. Among the most competitive agencies will be those that incorporate basic computer literacy instruction within each of the major program components, along with computer assisted and distance learning programs;
7. The training and experience of local providers' program instructors, counselors, and administrators will meet high standards. SD DOL-AEL will require eligible applicants to demonstrate that staff possesses the necessary expertise to serve the target student population. Staff will be required to participate, when possible, in all State sponsored in-services and activities;
8. Local providers will effectively coordinate community resources and establish strong linkages to elementary and secondary schools, postsecondary institutions, career centers, career learning centers,

- job training programs, and social service agencies. Eligible applicant agencies shall demonstrate the capacity to link low-income students with needed programs and services;
9. Local providers will offer flexible scheduling and support services, such as coordinating childcare and transportation when possible, to enable students including individuals with disabilities or other special needs, to attend and complete programs. Workplace literacy providers will offer flexibility in selecting site locations and schedules to accommodate working adults. SD DOL-AEL will give priority to eligible applicants who offer flexible schedules, childcare, transportation, and other supportive services. SD DOL-AEL will strongly favor flexible scheduling, including evening and weekend classes, in terms of establishing funding priorities. Support services such as child care and transportation may be provided directly by the agency or may be provided through collaborations with other agencies, including career centers, social service agencies and job training agencies;
 10. Local providers will maintain a high-quality Student Information Management System (SIMS) identified by the SD DOL-AEL that has the capacity to report participant outcomes and to monitor program performance against state performance measures. Agencies must maintain a SIMS to report client outcomes and to monitor program performance. The SIMS data collection system must be able to collect and transmit the required data, in an acceptable format, to the SD DOL-AEL for reports sent to US Department of Education – Office of Vocational and Adult Education (OVAE);
 11. Local providers will be able to demonstrate a need for English literacy programs in the local community. The need in the local community for additional English literacy programs, as identified by local needs assessments or demographic studies, must support the expenditure for federal funds to further expand the offering of services through supplemental funding.

6.6 Special Rule (Local Administrative Expenditures) (Section 223 (c))

Adult Education and Family Literacy Act of 1998
Section 233

- (a) *In General* – Subject to subsection (b), of the amount that is made available under this subtitle to an eligible provider –
- (1) *not less than 95 percent shall be expended for carrying out adult education and literacy activities; and*
 - (2) *the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.*

(b) *Special Rule* – In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

If local programs determine the cost limits of five percent described in the Act are too restrictive to allow for adequate planning, administration, personnel development and interagency coordination, the South Dakota Department of Labor will negotiate a higher rate with each program that requests it. The negotiation of the percentage to be used for non-instructional use shall be established during the RFP application process.

7.0 Public Participation and Comment

Section 224 (b) (9) requires a description of the process that will be used for public participation and comment with respect to the State Plan.

7.1 Description of Activities

Revision and approval procedures for Adult Education include notification being sent to all partners of the State Unified Plan. The partners shall have an opportunity to review and comment on all portions of the planned revision.

A request to amend the Adult Education and Family Literacy program is submitted in writing to the SD Workforce Development Council. Comments will be taken. Upon consideration of the proposed amendments, the SDWDC will make a determination to accept, reject, or table the amendment. If no negative or opposing comments are submitted, the proposed amendment will be deemed acceptable and then become part of the general plan.

7.2 Governor's Comments [*Required for revisions*]

The South Dakota Department of Labor shall submit the State plan and any revisions of the State plan to the Governor of the State for review and comment and ensure that any comments regarding the State plan are submitted to the Secretary (Sec. 224)(d)).

8.0 Program Strategies for Special Populations for Adult Education and Family Literacy (Section 224 (b) (10))

Section 224 (b) (10) of the Adult Education and Family Literacy Act requires a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

8.1 Strategies to Serve Special Populations

The State recognizes the importance of serving the special adult population, which will include students with low income, adults with disabilities, single parents and displaced homemakers, adults with limited English proficiency and others with multiple barriers to unsubsidized employment.

Special attention has been given in developing the local application criteria for funding. The state will continue to place higher priority in funding those projects that recognize the need to serve the populations mentioned above.

The State will also develop and implement specific teacher training strategies for the adult educators in the State. Because this target group needs special one on one instruction and intervention, the State will work with local and state volunteer groups to recruit and train volunteers to assist in this important task. The State criteria for local funding will also recognize programs that wish to use volunteers in their programs.

Special efforts will be made to coordinate services with other local, regional and State agencies that work with these special populations. Currently we maintain an excellent rapport with the vocational rehabilitation services, Workers Compensation, Temporary Assistance to Needy Families (TANF) services, South Dakota Career Centers and Career Learning Centers, local homeless shelters. This effort will be continued and strengthened.

8.2 Special Program Strategies for Target Populations

The State will develop special program strategies for the following target populations.

Disadvantaged Adults - Since income is directly correlated to educational levels and the greatest need for adult basic education services is found among the poor and hard to serve, the State will develop statewide outreach efforts that promote participation in adult education programs. The State Adult Education and Family Literacy Program will develop programs in areas identified through need assessment for disadvantaged populations. Counseling services will be offered to disadvantaged adults that will promote the value of adult basic education as a means of furthering their education by attaining a high school diploma, the GED, technical training, and postsecondary education. Computer literacy will be a part of the basic skills program. Local providers will collaborate and work with their local Career Center to identify areas of employment, job training, vocational training, income assistance, client advocacy, and related services.

Limited English Proficient Adults - These adults must address multiple challenges to their survival, and they have immediate needs for English language skills. They need language instruction programs that respond specifically to their needs and goals. Their learning experience must prepare them to communicate with English speakers and to learn about the cultures and customs of the United States and their community. It will also prepare them to gain employment or improve job skills, pass citizenship tests, complete their academic education and maintain their roles as parents and adults without having to rely on others as interpreters.

The English as Second Language Programs will include the following instructional strategies:

- Selecting content related to student goals;

- Providing opportunities for meaningful interaction;
- Using a variety of grouping strategies;
- Offering activities that address the various learning modalities;
- Integrating language and culture;
- Providing activities for the application of critical thinking skills; and
- Using techniques that help implement effective instructional practices.

Staff development will be offered by the South Dakota Statewide Adult Education and Literacy Resource Center to assist with the implementation of model program strategies for ESL programs, including distance learning and family literacy. The State will provide appropriate funding and support to communities where the majority of refugees and other limited English proficient population reside.

Homeless Adults - South Dakota has funded local programs shelter-based programs in the past years. Although we had limited success with these projects, we know from research that shelter based education is important and over time the investment does pay off. Given their extreme poverty, homeless persons often cannot afford to travel to mainstream adult education programs. Therefore, we will continue to design the most effective programs for this population in the shelters.

Program strategies for the homeless will include the following considerations:

Instruction plans related to practical tasks;
 Everyday experiences integrated into instruction;
 Instruction on self-esteem and life skills;
 Program locations accessible to the homeless; and
 Workplace education programs will include components to ensure homeless adults are prepared with skills both for entry into the workforce and retention in employment.

South Dakota Statewide Adult Education and Resource Center will work to support collaborative and offer technical assistance and training in order to prepare teachers to effectively deliver instructions.

Individuals with Disabilities - In the past, the South Dakota Adult Learning Centers have seen an increasing number of adults with disabilities wishing to receive services. In some cases the numbers have been 50 percent or more of the total enrollment. These adults come with varying disabilities. Most predominant have been the developmental or learning disabilities, physical disabilities and some with medical disabilities or mental disorders. The Learning Disabilities Association of South Dakota estimates as many as 80 percent of the adults being served in adult education and literacy programs, if diagnosed, would exhibit some form and degree of learning disability.

Most of these individuals will be integrated into regular adult education classes, while others will be provided educational services in separate groupings or sites.

Two types of educational services will be provided to serve the disabled:

- Reasonable accommodations; and
- Instructional strategies.

Accommodations usually refer to modified equipment and materials, but can also include such things as physical access to programs and extended time to complete assessments or assignments.

Instructional strategies include a variety of groupings and techniques to address different learning styles. Learning disability is a general term, which refers to some type of central nervous system dysfunction, which interferes with the ability to acquire, store and retrieve information or skills. These disorders are often congenital and usually occur across the life span. The majority of individuals with these learning disabilities, though requiring some accommodations and special services, will be enrolled in regular adult education classes. Those individuals with mild developmental disabilities, mild conditions of autism and many with cerebral palsy will be integrated in many adult education classes by providing appropriate accommodations.

In order to address the individuals with disabilities, instructors will:

- Identify the needs and major student goals;
- Analyze learning strengths through discussion, observation, informal and formal assessments; and
- Develop adaptive strategies that support a student's strengths and address areas that need improvement.

All eligible participants will be provided reasonable accommodations, instructional strategies adapted to individual student needs, extended time, and specific individual goals. All participants must be able to demonstrate progress towards accomplishing their individual short and long-term goals.

The South Dakota Adult Education and Family Literacy Program will sponsor staff develop and in-service training to instructors through workshops, training session, and conferences to improve and expand services to all participants.

Single Parents and Displaced Homemakers - DOL will encourage adult education service providers to make child care available or collaborate with other programs or agencies that will enable single parents with small children to attend classes. Local providers will be encouraged to have counseling and support services available through collaboration with partner agencies but will not be required to employ such personnel. Local service providers will demonstrate linkages and collaborations that ensure that students will receive needed services. In serving displaced homemakers, participating agencies will demonstrate the capacity to refer these students for career counseling, vocational evaluation and assessment, and educational counseling.

Incarcerated Adults - The incarcerated population in South Dakota is considered a major target group for adult education services. The South Dakota Department of Corrections in 2000 had a daily population of over 2,000 inmates. This target group is considered to be a significant portion of the hard to serve adult population. The objective of correctional education programs is to provide educational and job training services, linked to the goal of developing productive and responsible members of society. The South Dakota Department of Corrections has placed a high priority on achieving the GED high school equivalency certificate. Incarcerated students must have this GED before being eligible for parole.

The South Dakota Department of Corrections has integrated technology into the classroom to meet the unique needs of the incarcerated students. Academic programs for basic education with special emphasis on reading, writing, vocabulary and arithmetic; special education programs; ESL; and adult secondary education programs all offer these adults an increased chance to attain the skills to successfully integrate into society.

9.0 Integration with Other Adult Education and Training (Section 224 (b) (11))

Section 224 (b) (11) of the Adult Education and Family Literacy Act states: "Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency."

9.1 Description of Planned Adult Education and Training Integrated Activities

The South Dakota Department of Labor – Adult Education and Literacy Program (SD DOL-AEL) understands the significance of the Workforce Investment Act (WIA) of 1998 legislation that facilitates the coordination of adult education, literacy, and workforce development with other agencies, institutions and organizations within the State. DOL will continue and expand its collaboration with other state agencies in shaping programs that prepare adult learners for further education and training leading to greater self-sufficiency.

The Department of Labor State Adult Education and Family Literacy Program currently is supporting the One-Stop Center concept and has adult education programs located in all 9 career learning centers operated through the DOL. AEL will continue to foster relationships and work closely with other adult service providers who impact the lives of adults.

Prior year's collaboration efforts have resulted in increased enrollments in adult education and literacy programs. This collaboration has resulted in increased enrollments, and diverse agencies serving adult students from low-income families; individuals with disabilities; single parents and displaced homemakers; and students with multiple barriers to educational enhancement, including students with limited English proficiency.

1. There is a very strong collaborative relationship between the SD DOL-AEL and South Dakota Career Centers and the Career learning Centers. Local career learning centers assist adults seeking education or job readiness skills at one location. It is the "no wrong door" approach to delivering adult education services. This collaboration will continue and be strengthened with the development of this Unified State Plan.
2. SD DOL-AEL participates in the South Dakota Workforce Development Council (WDC) as a supervised program. The Adult Education and Literacy Program director is supervised by the WIA Supervisor who sits on the WDC and is on the Unified Plan Development Committee.
3. Similarly, both the State WIA Supervisor and the Adult Education and Literacy Program administrator are part of the South Dakota Department of Labor personnel.
4. The SD DOL-AEL program funds 17 adult education provider sites that provide services to over 40 communities. The local sites collaborate with Career Learning Centers, local education agencies, postsecondary institutions, businesses, county welfare centers, local Career Center offices, Even Start programs, local rehabilitation offices, local literacy councils, correctional facilities, and tribal colleges.
5. The State also works closely with many educational and welfare advocacy groups such as the South Dakota Association for Lifelong Learning (SDALL), the Missouri Valley Adult Education Association (MVAEA), Lutheran Social Services Refugee and Resettlement Center, Experience Work Inc, Community Action groups, the Learning Disabilities Association of South Dakota, the State Literacy Resource Center System, the Ohio Literacy Resource Center's LINCS program, the South Dakota Vocational Association, and the South Dakota Advisory program.
6. Local Adult Learning Centers offer literacy services for the immigrant and refugee families.
7. SD DOL-AEL collaborates with the South Dakota Department of Social Services in the provision of services to TANF recipients.
8. SD DOL-AEL collaborates with the South Dakota Department of Human Services in the provision of services to institutionalized adults.
9. SD DOL-AEL collaborates with the South Dakota Department of Corrections in the provision of services to incarcerated adults.
10. SD DOL-AEL collaborates with the South Dakota Department of Health to insure adult learners know how to properly care for the health needs of their family and children.
11. Close collaborative efforts integrate the Adult Education and Literacy State Plan with the South Dakota Unified State Plan. The State supervisor of Adult Education works closely with the State Workforce Development Council's Coordinating Committee and also serves on several task forces to ensure the integration of services among all program entities.

The SD DOL will enter into a Memorandum of Understanding (MOU) as a partner as required by the Workforce Investment Act (WIA).

Senior Community Service Employment Program (SCSEP) Cooperative Relationships and Working Linkages

Experience Works (formerly Green Thumb) has consistently worked to develop strong partnerships with agencies and organizations serving the elderly poor and rural areas. To the extent feasible, cooperative relationships have been established with the Department of Health and Human Services, Adult Services and Aging, Department of Social Services, other Senior Community Service Employment Program grantees, Department of Agriculture, Social Security Administration, One-Stop operators, Workforce Investment/Development Boards and subcontracting entities and other providers of employment and training services, Carl D. Perkins Vocational Education providers, Vocational Rehabilitation services and other organizations and agencies.

South Dakota Division of Rehabilitation Services & Division of Service to the Blind and Visually Impaired Cooperative Relationships and Working Linkages

Adult Education and Family Literacy programs work cooperatively with Vocational Rehabilitation (VR) services. Adult Education receives clients from VR needing basic academic skills training. Adult Education refers

students, when appropriate, for assessment and evaluation for VR services. Computers, materials, and other adaptive equipment are paid for by VR for their clients. A special grant (WIG) offered training is a variety of software programs frequently used by VR clients for example JAWS for individuals who are blind, Kurzweil scan/Reader for individuals with reading difficulties, Dragon Naturally Speaking Voice recognition software, and Zoom Text for low vision.

Temporary Assistance for Needy Families (TANF) Cooperative Relationships and Working Linkages

TANF offices statewide work closely with the AEL staff to provide referrals for basic skills training to their participants. With both programs working toward self-sufficiency goals for their student/participant the success rate is higher. TANF, AEL, and WIA Career Learning Centers work hand in hand to assist our mutual clients to move from welfare through basic academic skills classes to postsecondary education or training and/or on to employment.

10.0 Description of Steps to Ensure Direct and Equitable Access

Section 231 (c) requires: Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying areas.

10.1 Description of Steps to Ensure Direct and Equitable Access

The South Dakota Department of Labor (SD DOL) – Adult Education and Literacy (AEL) will require all section 231 and 225 eligible providers to use the same application and application process, so that these applications can be judged by the same review and scoring criteria.

The State of South Dakota will develop a special application for the multi-year grants to local communities for EL/Civics grants.

A special application will be developed to address (section 223) the state leadership activities. The application will be available to all interested parties who wish to apply. The applications will be reviewed in the same fashion as section 231 and 225. The recommendations of the review panel will be forwarded to the State Director for his/her review and approval.

SD DOL - AEL will use several steps to ensure that there is direct and equitable access to the grant funds. In order to be eligible for section 231, 225, 223, and EL/Civics funding consideration, all currently funded providers and all other identified eligible agencies will receive a grant announcement and a grant application packet.

During the initial section 231, 225, and EL/Civics grant application submission time, any eligible agency that contacts SD DOL - AEL with an interest in participating will be provided the information needed. After the initial year, any new interested agency will be added to the list of potential new providers. SD DOL - AEL will send grant application packets to all potential adult education providers prior to the next multi-year cycle.

In addition to the general distribution of the section 231, 225, and EL/Civics application packets, SDDOL will post a notice of the availability of funding in major newspapers, and on the website maintained by SD DOL - AEL. Also, information is distributed at conferences, workshops, and other activities where potential eligible providers are in attendance.

10.2 Notice of Availability

DOL will ensure that:

- All eligible providers have direct and equitable access to apply for grants; and
- The same grant announcement process and application process will be used for all eligible providers in the State.

11.0 Programs for Corrections Education and other Institutionalized Individuals

Section 225 requires for each fiscal year, each eligible agency to carry out corrections education or education for other institutionalized individuals using funding authorize by Section 222 (a) (1). Section 232 (a) (1) allows not more than ten percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs for criminal in corrections education for other institutionalized individuals, and Section 225 (c) requires that priority be given to those individuals who are within five years of release from incarceration.

11.1 Types of Programs

From funds made available under Sec. 222 (a) (1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals, including academic programs. Funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic program activities outlined in Section 3 of this transition plan. Funding for this population will be made available by following the application guidelines described in Section 6 of this transition plan.

The activities to be addressed within this population are:

1. Expanding the use of technology to enhance instruction;
2. Promoting teacher professionalism and growth;
3. Developing and implementing innovative approaches to improving the basic skills of students;
4. Preparing students to receive a high school diploma or its equivalent;
5. Preparing students to make a successful transition to the community; and
6. Preparing students for gainful employment.

11.2 Priority

Correctional institutions will describe in their grant application how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

11.3 Types of Institutional Settings

Correctional institution means any of the following:

1. Prison;
2. Jail;
3. Reformatory;
4. Work farm;
5. Detention center; or
6. Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Currently the South Dakota Department of Corrections manages the State Prison Systems and adult education programs are made available to inmates. These programs include educational services in adult basic education, English as a second language, secondary education and GED preparation.

Adult education programs operating in their area may serve local and county correctional facilities. Inmates are usually housed for a varied period of time and their needs are best determined at the local level.

Other facilities such as State Institutions may also apply to operate adult education programs within their facility or in collaboration with community based organizations.

12.0 Description of Proposed State Leadership Activities

In general, each eligible agency shall use funds made available under Section 222 (a) (2) for one or more adult education and literacy activity.

The State will use no more than 12.5 percent of the grant funds to conduct leadership activities. The State will continue to support a statewide adult education and literacy resource center. The funding support for such a center will be reviewed annually.

The South Dakota Adult Education & Literacy Resource Center (SDAELRC) will undertake the following leadership activities during this plan period:

12.1 Strategies to Implement Leadership Activities

State Leadership - DOL shall use not more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

12.1 Strategies to Implement Leadership Activities

Activity 1: *The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231(b) including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, instruction provided by volunteers or by personnel of the Resource Center or professional consultants.*

The South Dakota Adult Education and Literacy Resource Center (SDAELRC) will continue to offer professional development opportunities through the statewide in-services and regional/ local workshops. These training opportunities will build instructional skills in literacy, reading comprehension, family literacy, personal employability skills, problem solving, writing and effective use of technology and web-based instruction in the classroom. Special topics of perennial interest are strategies for the learning disabled and providing services in isolated rural sites. The center will also provide training in the areas of literacy tutoring for professional staff and volunteers based on whole language theory which incorporates alphabets, fluency, vocabulary development, comprehension, language experience and sight word memorization in reading and writing activities. The SDAELRC will also present training in a wide range of adult education topics on GED, Basic Academic Skills, and English as a Second Language.

A Statewide Staff Development Planning Committee will establish the topics and activities annually for the SDAELRC to serve the needs of the local program staff. The plan will be devised through an annual statewide needs assessment, local staff development plans and individual staff professional development needs. The state staff development plan will be updated on a yearly basis.

Activity 2: *The provision of technical assistance to eligible providers of adult education and literacy activities.*

The State, through the SDAELRC, will provide technical assistance to all local program providers in the areas of special needs populations such as learning disabled and persons with developmental, physical, mental, or emotional disabilities. Other target populations are the incarcerated and homeless.

The State will provide technical assistance to local program providers to review data collection procedures through the Student Information Management System (SIMS) collected currently through LiteracyPro Systems (LitPro) and to train for any changes in the procedure.

The SDAELRC will publish a quarterly newsletter, Everlearning, offering the latest in articles, program news and information, research, and adult education practices. The SDAELRC will also provide technical assistance to programs through telephone, email or online Web site.

Activity 3: *The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.*

The SDAELRC will provide or coordinate technology support designed to aid the local programs to utilize the latest technologies in the classroom, professional development and other program activities. The staff will provide current information about the latest research and technologies, conduct workshops on the best uses of the technologies, and encourage local staff participation in one or more of National Institute for Literacy's (NIFL) electronic forums (also referred to as listserves).

Activity 4: *The support of State or regional networks of literacy resource centers.*

SDAELRC is the established state adult education resource center. One of the responsibilities of the SDAELRC is to provide training to locally funded programs and local literacy volunteers. The training is offered in a variety of topics, including adult literacy, family literacy, workplace literacy, employment preparation skills, English as a second language, numeracy and problem solving skills, strategies for adults with special learning needs, technology, and latest research and best practices

Activity 5: *The monitoring and evaluation of the quality of, and improvement in, adult education and literacy activities.*

The state office will continue to:

- Work with the Student Information Management System to reflect changes in required information and efficacy of use;
- Train program personnel in appropriate gathering of valid and reliable data consistent with federal guidelines;
- Assess and, if necessary, update or revise student pre-/post-study assessment instruments;
- Examine current research in the development of level completion/exit tests to ensure accurate progress data;
- Collect, aggregate and analyze qualitative and quantitative program data through program reports and statewide demographics and survey; and
- Conduct local program monitoring and evaluation procedures to assure quality standards are met.

Activity 6: *Incentives for program coordination and integration and performance awards. Incentives for program coordination and integration and performance awards.*

The SD DOL - AEL will recognize local programs which meet the criteria for quality. The model program activities will be disseminated to other adult learning centers throughout the State. The exemplary practices may feature:

Reliable data collection;
Family literacy programming;
Use of technology;
Distance learning;
Special curriculum; and
Specialized program accommodations for disabled adults.

The exemplary practices will be published in the adult education newsletter (The Everlearning) and through the World Wide Web and specific workshops.

Activity 7: *Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.*

The State will encourage adult education practitioners to develop curricula through mini-grants as funds are available. These curricula will then be disseminated to all local providers in hard copy and on disk. The curricula will also be submitted to NIFL for inclusion online in the appropriate national collection of locally produced materials.

Activity 8: *Other activities of statewide significance that promote the purpose of this title.*

The SD DOL -AEL maintains a strong collaborative association with other stakeholders. The SD DOL -AEL has worked collaboratively with South Dakota Career Learning Centers (CLC) and Career Centers for over 30 years to serve Job Training Partnership Act (JTPA) eligible clients. We plan to continue this relationship with the Career Learning Centers, Career Centers, and other agencies.

The refugee population in South Dakota is served by many volunteer groups as well as State agencies. The SD DOL-AEL has strong cooperative arrangements with the Refugee and Immigrant Resettlement Center,

local community based organizations, and the local education agencies to provide ESL services for the refugee population. Such cooperative arrangements will continue during this plan period.

The State has provided tutor training for literacy volunteers around the State. We plan to work with South Dakota VISTA literacy project and other volunteer groups to provide literacy tutor training throughout the state.

Activity 9: *Coordination with existing support services, such as transportation, child care and other assistance designed to increase rates of enrollment in and successful completion of adult education and literacy services, to adults enrolled in such activities.*

Each eligible local program is required to describe the coordination with local agencies for the provision of support services for economically disadvantaged students. In South Dakota, counselors or AEL staffs in local programs have coordinated with local community action programs, county social service agencies, local career center offices administering WIA funds, local church assistance programs, abused adult centers, homeless shelters, human services and vocational rehabilitation offices to ensure each student's ability to attend classes. The State shall encourage local providers to continue to use the resources available within their community to provide for the needs of the students.

Activity 10: *Integration of literacy instruction and occupational skill training, and promoting linkages with employers.*

Each local adult education program provides employment preparation skills to all enrolled students, beginning literacy through advanced ABE and all ESL levels. Mastery or competency in eight employment preparation areas is required for completion of the course that focuses on career choices, job search and job retention skills.

Activity 11: *Linkages with post-secondary educational institutions.*

The State and local programs work cooperatively with post-secondary institutions to provide basic skills services to adult students enabling them to take advantage of vocational training within their home community. One local program is located on a technical institute campus enabling an additional supportive link between the campus and the community.

Activity 12: *Reporting/Technical Assistance EL/Civics*

The state will provide appropriate technical assistance to local communities who are planning to develop EL/Civics programs. The State Adult education and Literacy Resource Center will provide staff training and continuous support to local adult educators, volunteers, and students.

The State will also document progress of successful activities and appropriate services provided by local programs and through the state leadership activities.

The State intends no administrative funds authorized under this grant.

The State will provide any financial, narrative, and progress reporting as requested by the US Office of Education.

12.2 Collaboration with Other Related Agencies and Programs

The State will continue to work cooperatively with other educational and governmental agencies in providing adult education services to maximize effectiveness for the target populations. The State has established cooperative linkages with the State Labor Market Information Center, South Dakota Career Centers for employment services, The Homeless Coalition, Vocational Rehabilitation, Refugee Services, Vocational & Technical Education, Job Corps, our four technical institutes, Even Start, and other secondary and post secondary program entities. The objective of each of these linkages is to provide for the specific educational needs of South Dakota adults avoiding duplication of services.

All local projects funded through the Act will also be required to describe collaboration and outreach strategies in their application process.

On a national level, the State will collaborate and coordinate with the Office of Vocational and Adult Education regarding national trends in adult education. The State shall cooperate with the National Institute for Literacy (NIFL) in its initiatives of research and dissemination of adult education curricula. The State will also work cooperatively with other groups that support adult education regionally and nationally. Some of these groups may include:

American Institute Research Center
South Dakota Public Broadcasting
GED Testing Service
Midwest Literacy Information and Communication System (LINCS)
Educational Resources Information Center (ERIC)
Kentucky Educational Television Network (KET)
National Center on Adult Literacy (NCAL)
Missouri Valley Adult Education Association (MVAEA)

12.3 Ensuring Equitable Access (GEPA Section 427)

The South Dakota Department of Labor – Adult Education and Literacy program will address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Providing equitable participation in all South Dakota adult education programs is more challenging now than ever before. Our most recent teacher needs survey indicates a clear need for training of staff in meeting the needs of disabled individuals.

Through our State Resource Center and the state leadership activities, the SD DOL-AEL will offer specialized training for all staff in learning disabilities and on other barriers based on gender, race, color, age and national origin.

The SD DOL-AEL will also ensure, through its local application criteria, that local programs clearly address the provisions of Section 427. The staff will specifically address the following needs:

Staff in-service related to special needs;

1. Cooperative planning and implementation of programs with other agencies which deal with adults with special needs; and
2. Modification to curriculum, recruitment, and retention strategies.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0026. The time required to complete this information collection is estimated to average 45 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Joyce Campbell, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-7240 or e-mail joyce.campebl@ed.gov

APPENDIX A

DF424B - ASSURANCES - NON-CONSTRUCTION PROGRAMS

ED FORM 80-013 - CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION
AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME State Administered Adult Education Basic Grants Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

**The Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)**

The Department of Labor of the State of South Dakota hereby submits its Unified State plan to be effective until June 30, 2004. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In General.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 - (2) Computation.—In computing the fiscal effort and aggregate expenditures

under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

South Dakota Department of Labor
(State Agency)

700 Governors_Drive

Pierre, SD 57501
(Address)

By: _____
(Signature of Agency Head)

South Dakota Department of Labor, Secretary
(Title)

(Date)

Appendix B

Performance Measures

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 7 (PY 2005-2006)
1. Beginning Literacy (ABE)	45 % of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
2. Beginning Basic Education ABE	42 % of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
3. Low Intermediate ABE	40 % of low intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
4. High Intermediate ABE	40 % of high intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
5. Beginning Literacy (ESL)	54 % of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
6. Beginning ESL	41 % of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
7. Low Intermediate ESL	48 % of low intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
8. High Intermediate ESL	46 % of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
9. Low Advanced ESL	42 % of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
10. High Advanced ESL	N/A % of high advanced ESL enrollees will acquire

	(validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
11. Low Adult Secondary Education	60 % of low ASE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 7
12. Placement in Postsecondary Education or Training	64 % of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.
13. Placement in unsubsidized	52 % of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.
14. Retention in unsubsidized employment	62 % of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	Year 7
15. High School Completion	68 % of adults with a high school completion goal will earn a high school diploma or recognized equivalent.

Factors influencing performance:

The largest provider in Sioux Falls which serves the highest number of Literacy students both in ESL and in ABE was part of a huge reorganization plan. All the Adult Education and Literacy teachers were not rehired due to a seniority rehire protocol. It¹ took until December to rehire two of the experienced full-time teachers.

The number of ESL students in all levels continues to be small and the percentages for performance can be influenced by several families relocating to another state which in turn affects performance just as dramatically.

The programs are reporting that the Banti refugee group coming into the state has very low literacy skills. The Banti are still working on numbers, colors and letters of the alphabet. The gain will be smaller for this group. Each year the groups of refugees are from different areas with varying educational backgrounds. Some were more educated immigrants and

¹

refugees but their speaking skills are low. It is difficult to plan for performance when the numbers and types of student educational need have such huge variation.

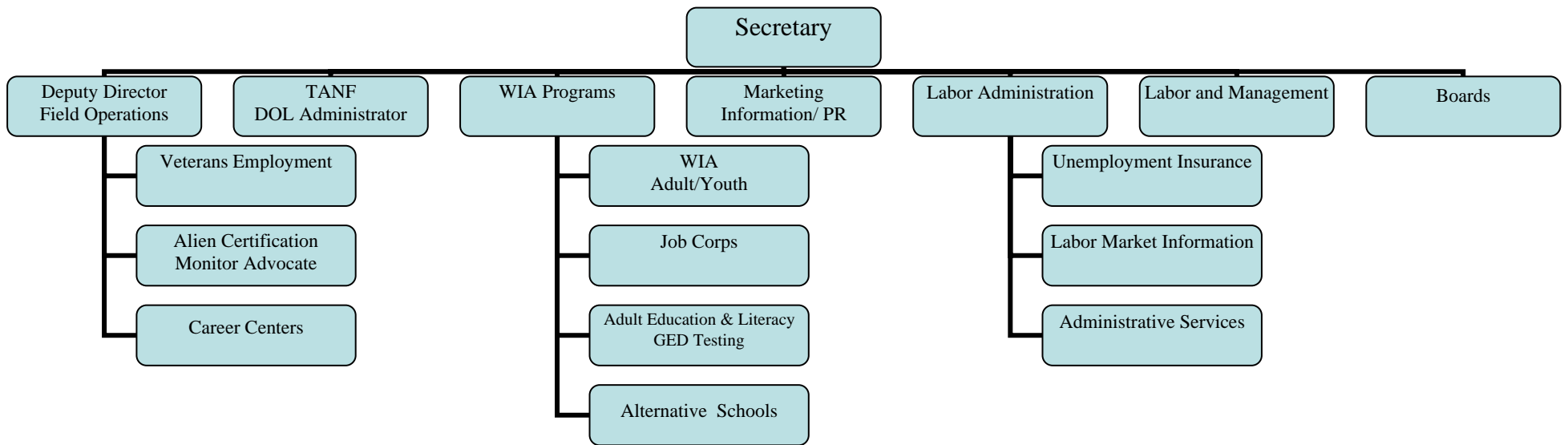
The Low Intermediate ESL students often try to get just enough English to apply for a job and then go to work. They recycle in a year or two when the need or desire to get another job arises. Our programs are attempting to offer more employment readiness classes.

Layoffs from businesses continue to occur around our state. We pick up older students who never finished high school or their GED.

Our intermediate classes are subject to the same problems as other states, with this group also being among the most likely to drop out. We believe the STAR program will help and, at least at this part of the planning stage, programs are reorganizing and redesigning their schedules and classes. I don't know how this will effect our numbers. It should improve them over time but we will have to wait and see the results for this next year.

APPENDIX C

Organizational Chart



The governing council for the Unified State Plan is the Workforce Development Council

APPENDIX D

Governor's Comments

Appendix E

Definitions

DEFINITIONS

1. ADULT EDUCATION- The term ‘adult education’ means services or instruction below the postsecondary level for individuals--
 - A. who have attained 16 years of age;
 - B. who are not enrolled or required to be enrolled in secondary school under State law; and
 - C. who--
 - i. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - ii. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - iii. are unable to speak, read, or write the English language.
2. ADULT EDUCATION AND LITERACY ACTIVITIES- The term ‘adult education and literacy activities’ means activities described in section 231(b).
3. Documented disabilities – in the case of a physical disability, documentation consists of notations in the participant folder of the nature of the disability and how it was accommodated (for example, “the learner entered in a wheelchair, was informed of accessible facilities within the center, and requested and was offered a table or computer terminal at an accessible height”).

In the case of **learning or other “invisible” disability**, documentation follows ADA guidelines, and includes confirmation of a disability through such evidence as school records (such as an IEP or evidence of special education services) or the written diagnosis of a qualified psychologist or medical doctor within the last 10 years. If this documentation is not available, note the *participant’s report of such evidence of a disability* in the participant’s folder. Participant’s self diagnosis of a disability does not constitute documentation of a learning disability. Results from screening instruments or learning style surveys do not constitute documentation of a learning disability.

NOTE: Documentation of a “specific learning disability” is much more narrowly defined for federal reporting on ABE2005.

Appropriate services and/or accommodations – program maintains evidence in the participant’s file that one-on-one counseling was provided. During the counseling session, the participant should be informed about possible accommodations, with follow-up counseling sessions conducted on a regular basis to evaluate effectiveness of recommended accommodations and to monitor participant’s progress and perceptions of progress and effectiveness of accommodations. Evidence of counseling, services and accommodations provided, and effectiveness of accommodations should be recorded on the KBOR/Adult Ed/Form-ACCOM. If appropriate, the participant should also be directed to other relevant services available in the community and/or through other resources.

4. EDUCATIONAL SERVICE AGENCY- The term 'educational service agency' means a regional public multi-service agency authorized by State statute to develop and manage a service or program, and to provide the service or program to a local educational agency.
5. ELIGIBLE AGENCY- The term 'eligible agency' means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.
6. ELIGIBLE PROVIDER- The term 'eligible provider' means--
 - A. a local educational agency;
 - B. a community-based organization of demonstrated effectiveness;
 - C. a volunteer literacy organization of demonstrated effectiveness;
 - D. an institution of higher education;
 - E. a public or private nonprofit agency;
 - F. a library;
 - G. a public housing authority;
 - H. a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and
 - I. a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).
7. English Literacy/Civics - A special program authorized by Congress under P.L. 106-113 to help expand English literacy services and to integrate program of services that incorporates literacy and civics education.
8. ENGLISH LITERACY PROGRAM- The term 'English literacy program' means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.
9. FAMILY LITERACY SERVICES- The term 'family literacy services' means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
 - A. Interactive literacy activities between parents and their children.
 - B. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
 - C. Parent literacy training that leads to economic self-sufficiency.
 - D. An age-appropriate education to prepare children for success in school and life experiences.
9. GOVERNOR- The term 'Governor' means the chief executive officer of a State or outlying area.
10. INDIVIDUAL WITH A DISABILITY-
 - A. IN GENERAL- The term 'individual with a disability' means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
 - B. INDIVIDUALS WITH DISABILITIES- The term 'individuals with disabilities' means more than one individual with a disability.

11. **INDIVIDUAL OF LIMITED ENGLISH PROFICIENCY**- The term 'individual of limited English proficiency' means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and--
- A. whose native language is a language other than English; or
 - B. who lives in a family or community environment where a language other than English is the dominant language.
12. **INSTITUTION OF HIGHER EDUCATION**- The term 'institution of higher education' has the meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).
13. **LITERACY**- The term 'literacy' means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
14. **LOCAL EDUCATIONAL AGENCY**- The term 'local educational agency' has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
15. **OUTLYING AREA**- The term 'outlying area' has the meaning given the term in section 101.
16. **POSTSECONDARY EDUCATIONAL INSTITUTION**- The term 'postsecondary educational institution' means--
- A. an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
 - B. a tribally controlled community college; or
 - C. a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
17. **SECRETARY**- The term 'Secretary' means the Secretary of Education.
18. **Service area** – the county or counties the adult education program serves.
19. **STATE**- The term 'State' means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.
20. **WORKPLACE LITERACY SERVICES**- The term 'workplace literacy services' means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.
21. **UNDEREDUCATED POPULATION** – adults 16 and over without a high school diploma or GED, or those with a high school diploma or higher level of education that have identified low skill levels or low levels of English proficiency

Appendix F

Assessment Guidelines

SOUTH DAKOTA ABE/ESL STANDARDIZED TESTING POLICY

Revised September 1, 2004

With the passage of the Adult Education and Family Literacy Act in 1998, a focus was placed on the development and implementation of an accountability system for Adult Education. As a result, the National Reporting System (NRS), an outcome-based reporting system, was developed to meet the requirements for program accountability. The NRS defines outcome, participation and student descriptive measures. Measuring student educational gain with a standardized assessment is one of the core outcome benchmarks. The *Tests of Adult Basic Education (TABE)* and the *Basic English Skills Test (BEST) including the BEST Plus for the oral test* are the two standardized instruments South Dakota used to validate student achievement. All students are to be assessed using the state approved standardized tests. Providing accurate and timely assessment of our adult education students is essential for demonstrating the impact of our South Dakota ABE, ASE, and ESL programs.

GENERAL & TABE GUIDELINES

CTB McGraw-Hill developed the Tests of Adult Basic Education (TABE) to assess basic reading, math, and language for skills usually learned in Grades 1-12. The TABE tests are norm-referenced tests designed to measure achievement of basic skills commonly found in adult education curricula and taught in instructional programs. The tests provide percentile and scale scores, along with grade equivalent scores. Five levels of TABE assessments are available: L (literacy), E (easy), M (medium), D (difficult), and A (advanced).

1. South Dakota uses a locator to determine which diagnostic level of standardized assessment is appropriate for the student. Two subtests (reading and math) are used for initial placement in the appropriate educational functioning level (EFL). The lowest pre-test score determines the EFL. The exception is if the student would be studying in only one area, such as language or math. The student would only be assessed in that particular area, and the EFL would be determined by the particular test given. Programs may use just the reading or math for placement when the Locator indicates that the L through M should be given in Reading or Math. The language test could be given at a later date.
2. The TABE has several levels available: L (Literacy,) GR 0-1.9; E (Easy,) 2.0-3.9; M (Medium), 4.0-5.9; D (Difficult), 6.0-8.9; A (Advanced), 9.0-12.9.

NOTE: With the exception of the Advanced Level, these correspond to the NRS Levels through High Intermediate. Advanced corresponds to Levels 5 and 6.

NOTE: If a student has been approved for accommodations because of a disability, these same accommodations apply to the pre/post TABE assessment.

<i>NRS Literacy Level</i>	<i>Grade Equivalent</i>	<i>TABE 7/8 Scale Score</i>	<i>TABE 9/10 Scale Score</i>
Beginning Literacy Adult Basic Education (ABE)	0-1.9	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below	Reading: 367 and Below Total Math: 313 and Below Language: 392 and Below
Beginning Basic ABE	2-3.9	Reading: 368-460 Total Math: 314-441 Language: 393-490	Reading: 368-460 Total Math: 314-441 Language: 393-490
Low Intermediate ABE	4-5.9	Reading: 461-517 Total Math: 442-505 Language: 491-523	Reading: 461-517 Total Math: 442-505 Language: 491-523
High Intermediate ABE	6-8.9	Reading: 518-566 Total Math: 506-565 Language: 524-559	Reading: 518-566 Total Math: 506-565 Language: 524-559
Low Adult Secondary Education (ASE)	9-10.9	Reading: 567-595 Total Math: 566-594 Language: 560-585	Reading: 567-595 Total Math: 566-594 Language: 560-585
High Adult Secondary Education (ASE)	11-12.9	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above	Reading: 596 and Above Total Math: 595 and Above Language: 586 and Above

3. To show progress on the NRS in a level or movement to higher educational functioning levels, the post-assessment must show progress in the area of the lowest pre-test score and/or the subject area in which the student received instruction.
4. ***When a student pre-tests and the educational functional level (EFL) is at the High Adult Secondary level only and the goal is to earn the GED, it is not necessary to post-test.*** The successful completion of the GED is allowed to show the educational movement. This is a state imposed rule.
5. TABE re-assessment (post-testing) should be completed at least one time each fiscal year. The policy is to post-test students after 25 - 40 contact hours, or after four months if the student is in an intensive study program. Teacher judgment may be used for post-testing students who demonstrate readiness to take the GED earlier or when the teacher may be aware of a student's need to relocate and thus will be leaving the program.
6. If the TABE pre-test or post-test is administered in March through June, and the student continues class in the new fiscal year, the last recorded score is used as the pre-test for the new year. In most other cases, the student needs to be retested.
7. The Math TABE assessment is divided in two sections: Applied Mathematics and Math Computation. **The calculator is an optional choice for Applied Math ONLY.** The calculator is not allowed for Math Computation. The calculators should not be available while students are taking the Computation section.
8. The TABE 9 complete battery or survey is used for assessment, or pre-test, as indicated by the Locator. The TABE 10 Complete Battery or Survey form which matches the pretest is to be used for post-testing. Forms of the test (TABE 9 and TABE 10) must be alternated. The same form may not be used to pre and post test within 60 days to prevent memorizing the test and thus invalidating it as a post test measure for that student.
9. **The TABE must be timed according to the directions found in the Examiner's Manual.** Each subject area test should be completed in one sitting. A program may administer all three tests and the Locator in one block of time or spread the tests over sessions, but program personnel should not begin testing if the student cannot be present for the length of at least one full subject area test.
10. Initial TABE assessment needs to take place before finalizing initial student goals and determining initial EFL placement. The student profile

should be shared with the student. All teachers working with the student should have the profile or ready access to the profile.

11. Scores should be entered into LiteracyPro Data Collection Program promptly and submitted with the next month's data file submission to the state.
12. Forms 9 & 10 of the TABE are to be used statewide as soon as all materials are received. After this transition period no earlier editions will be acceptable. All students entering after September 1, 2004, should be pre-tested on the TABE 9.
13. Assessment can be done only in the classroom/learning center, under the supervision of qualified personnel. Students cannot take the test home. Other than explaining the directions for taking the assessment and giving out scratch paper, no other assistance can be provided. TABE scores should be considered confidential.
14. The TABE is not to be used as study tool. This invalidates the test for further use with that student. Students should not be left on their own taking the test in the center, open lab, etc. No other assessment is valid for EFL placement.
15. Educational Functioning Level (EFL) Descriptors for ABE are a part of the NRS Outcome Measure Definitions. There are three descriptors: Basic Reading and Writing; Numeracy Skills; and Functional and Workplace Skills. These three areas are defined under each of the six literacy levels. Learning activities reflecting each of these skill levels should be incorporated into the ABE curriculum. The ability to meet the skills described in these six levels should be taken into account when determining if students are meeting their individual goals. Every teacher has been given this at training, and every new teacher receives it at the New Teacher Training workshop.

NOTE: Decisions to move EL students to ABE should be made at the start of the year if the student is close to making the transition to ABE. Teachers should attempt to identify those students as early as possible in the instructional period.

IMPORTANT:

All students remain in the program area they initially entered – ABE or ESL – for the entire fiscal year. This means all contact hours are placed in that area. It is understood that an ESL student may actually be spending more time in ABE at some point during the year, but for the purpose of the NRS we cannot really change from one to the other during the fiscal year. We will simply count all hours in the placement area. This paragraph refers to distinguishing between ABE and ESL, not to other considerations within the program areas, such as the direction in #3 above.

WHEN TO USE THE LOCATOR:

Retaining students for sufficient instructional hours and capturing progress through post-testing is a challenge. Balancing good assessment practices and expediency in programs with constant movement of students is an ongoing challenge. Since our target population attends voluntarily with little external pressures to do so, we need to be able to capture their educational progress in as an effective and efficient manner as possible to meet our accountability requirements, to give students feedback on their progress, and to help teachers and programs adjust practices and evaluate their effectiveness.

To successfully start a new student, it is important to determine with which assessment level of TABE is appropriate to begin. The Locator is to be used during the intake process to determine the appropriate pre-test level. The Locator test allows the instructor to quickly and easily determine the proper Level of the TABE test to administer for prescriptive and diagnostic purposes. It gives scores for reading, mathematics, and language items. Some examinees may have scores that vary significantly in these content areas so may need to be assigned to different TABE levels.

Once the Level is determined, the Adult Education program may decide whether to administer the Survey or the Complete Battery of the TABE. Using the Complete Battery TABE as the pre-test is more useful for educational planning and diagnosing strengths and weaknesses. It is mandatory that you use the same type of test (Survey or Complete Battery) for both pre and post testing.

ADMINISTRATION TIMES

Word List, Practice Exercise and Locator Test	Survey Test	Complete Battery
<i>Activity</i>	<i>Testing Time</i>	<i>Testing Time</i>
Word List	15 minutes	15 minutes (per examinee)
Practice Exercise	20 minutes	20 minutes
Locator Test	35 minutes	35 minutes
Level L		
Reading		50 minutes
Math		60 minutes
LEVELS E, M, D, and A		
Reading	25 minutes	50 minutes
Mathematics Computation	9 minutes	24 minutes
Applied Mathematics	25 minutes	50 minutes
Language	18 minutes	55 minutes
Vocabulary	14 minutes	14 minutes
Language mechanics	14 minutes	14 minutes
Spelling	10 minutes	10 minutes

Refer to TABE Complete Battery Test Directions and the TABE Survey Test Direction for complete instructions.

Guidance on Tests and Placement for Special Populations

1. During orientation student will be informed of their rights to disability accommodations.
2. Students with documentation of a disability will be provided services as outlined in the American with Disabilities Act (ADA)
3. If necessary services are not available at the Adult Education program, they will coordinate with appropriate agencies in see that these services are provided in a reasonable amount time.
4. All students needing to use Large Print or Audio Cassette versions of the TABE will have this available or it will be obtained by the Adult Education Program.
5. Each adult education program will coordinate services with other appropriate agencies/services as needed; Department of Vocational Rehabilitation, services for the blind, interpreters for the deaf, etc.

General and NRS Goal Setting Procedures

1. Adult Education and Literacy instructors will work with each student in determining appropriate long and short term goals taking into consideration the results of the assessment.
2. Long-term goals help the student clearly identify their goals. Short-term goals ensure the steps are specific, measurable, achievable, reasonable, and that there is a timeline for achieving the plan.
3. NRS goals are specific to “increasing an educational functioning level” as determined by the TABE. (BEST or BEST Plus for ESL) OR “Obtaining a GED” by passing the General Educational Development Battery of Tests.

NOTE: All programs have been given this policy and every new instructor receives this information in their New Teacher Training.

Follow-up methodology:

Post-Secondary Education - Training

Students are sorted by exit quarter.

Each local program conducts a follow-up survey to determine completion of goal.

Gain Employment

Students are sorted by exit quarter.

Data match is conducted by SD Department of Labor to UI Records.

Retained employment or career advancement

Students are sorted by exit quarter.

Data match is conducted by SD Department of Labor to UI Record.

GED Completion

Students taking the GED for completion sign a release of information
Data match to the OK Scoring center database for South Dakota is used or
data match.

BEST GUIDELINES

The BEST (Basic English Skills Test) and *BEST Plus* were developed by language testing professionals from the Center for Applied Linguistics (CAL). 2004-2005 is the transition year in South Dakota from the BEST oral interview test developed in the 1980's to the newly revised *BEST Plus*. As soon as all teachers are trained in the *BEST Plus*, this will be the standard used in SD. The following guidelines will deal with administration of the *BEST Plus*.

The *BEST Plus* is an individually administered face-to-face scripted oral interview designed to assess the English language proficiency of adult English language learners. The *BEST Plus* integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated and flexible oral assessment.

The *BEST Plus* comes in two versions – a computer-adaptive assessment on CD or a semi-adaptive print-based version. The computer-adaptive version is the preferred instrument; however the print-based version may be used in situations where a computer may not be available

1. The *BEST Plus* is to be administered to all ESL students upon entry into the program. This is the initial assessment tool for placement in the proper educational functioning level and takes approximately 6-15 minutes, depending on the student's command of English.
2. Initial BEST assessment needs to take place before determining student goals and appropriate instructional materials.
 - A. Goals that students want to achieve need to be realistic and achievable during the program year. It is the instructor's responsibility to guide students in selecting appropriate goals based on the student testing profile. Meeting small goals consistently can help students measure their own progress and may encourage student persistence.
3. The *BEST Plus* is to be administered as the post-test. Multiple forms of the test are provided due to the computer-adaptive feature of the test.
4. During this transitional year, if a student was given the original BEST test as a pre-test, the student must be post-tested with the original BEST. The pre-test and post-test must be done with the same test instrument.

5. If the *BEST Plus* is administered in May or June and students continue attending class in the new fiscal year, that score is used as the pre-test for the new year.
6. When ESL students have progressed through the five ESL educational functioning levels (NRS)-they are eligible for the Transition Class. This class is designed to bridge the gap between ESL and ABE. This class will combine low-level ABE materials and high level ESL materials, all designed to help ease the transition into the more independent ABE classes. Without this support a student can become frustrated and leave the program without reaching his/her goals. Students will continue to improve their high level ESL communication skills while using ABE materials to develop reading, writing, and vocabulary skills. Students will be assessed using the TABE Level E or M Reading test.

Students already entered into Literacy Pro Data management system as ESL will remain ESL students for the remainder of the program year but can move into the Bridge Class if they score 540 or higher on the *BEST Plus*.

Ex. The student takes the post-test *BEST Plus* and scores a 540 or higher. The student will then move into the Transition Class. At that time the student will take a TABE Reading Level E or M so that a level of educational need can be determined. Since the student was previously in LiteracyPro as ESL there will be no place to put the TABE information until the next fiscal year. At that time the student will become an ABE placement.

Ex. The new student takes the *BEST Plus* evaluation and scores a 540 or higher. This student is placed in the Transition Class and given the TABE Reading Test Level E or M for educational placement and entered into LiteracyPro as ABE.

7. *BEST Plus* re-assessment must be done at least one time each fiscal year. The policy is to post-test students after 25 to 40 contact hours. If a teacher knows that a student will be leaving before reaching this mark, post-test to capture educational gain.
8. Educational Functioning Level Descriptors for ESL are a part of the NRS Outcome Measure Definitions. There are three descriptors: Speaking and Listening; Basic Reading and Writing; Functional and Workplace Skills. These three areas are defined under each of the six literacy levels.

9. The BEST Literacy Skills Section, which is optional, can be administered to a group and requires about one hour to give. To date, the Center for Applied Linguistics has not developed an updated version of the Literacy Skills Section; therefore the original version will be used. This section of the BEST provides information about reading and writing skills, and can be used as a screening instrument to determine readiness for vocational training. (If you choose to use this section, it is appropriate only after the student has reached the high intermediate level).
10. Special Populations: Because no standardized instrument is available to assess for Learning Disabilities in the ESL population, best practices in teaching is the only alternative.

IMPORTANT:

All students remain in the program area that they initially entered - ABE or ESL - for the entire fiscal year. This means that all contact hours are placed in that area. *(SPL is the Student Performance Level on a scale where Level 0 indicates no ability and Level 10 indicates ability equal to that of a native speaker of the same socioeconomic level.)*

Educational Functioning Level	BEST Plus (Oral)	Literacy BEST	Old Oral BEST
Beginning ESL Literacy	BEST Plus: below 401 SPL 0-1	Literacy BEST: 0-7 SPL 0-1	BEST: 0-15 SPL 0-1
Beginning ESL	BEST Plus: 401-438 SPL 2-3	Literacy BEST: 8-46 SPL 2, 3, or 4	BEST: 16-41 SPL 2-3
Low Intermediate ESL	BEST Plus: 439-472 SPL 4	Literacy BEST: 47-53 SPL 5	BEST: 42-50 SPL 4
High Intermediate ESL	BEST Plus: 473-506 SPL 5	Literacy BEST: 54-65 SPL 6	BEST: 51-57 SPL 5
Low Advanced ESL	BEST Plus: 507-540 SPL 6	Literacy BEST: 66 and above SPL 7	BEST: 54-65 SPL 6
High Advanced ESL	BEST Plus: above 540 SPL 7 to 10	Above level of current BEST	BEST: above 65 SPL 7